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ABSTRACT

A study examined whether a half-day or all-day kindergarten readiness program was the more beneficial in preparing students for kindergarten. A questionnaire was drawn up after research into this domain and submitted to 45 faculty members at a child development center. The findings were found to be somewhat evenly divided between the half-day and all-day readiness programs. However, the results provided small but significant evidence in favor of the half-day program as indicated by both the half-day and all-day teachers regarding the acquisition of learning skills, readiness skills, and social skills. The half-day program seemed to be better for the 4- and 5-year-old child, if a choice is available. Results also indicated that readiness and social skills are learned in the morning when a child is rested. (The questionnaire and a progress check list for the 4-year-olds are appended). (AA)

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ED 383 461

A STUDY OF HALF DAY vs. ALL DAY PRE-KINDERGARTEN READINESS

by

Gay Wheeler

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A research paper

submitted in partial fulfillment

of the requirements for the course of

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Sam Houston State University

May 1995

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ABSTRACT

A Study of Half Day vs. All Day Pre-Kindergarten Readiness

by

Gay Wheeler

This study was done in response to several years of differing opinion as to whether the half day or the all day kindergarten readiness program has been the most beneficial in preparing students for kindergarten. Forty-five pre-kindergarten teachers were given a questionnaire/opinionnaire and there was a one hundred percent return.

There has been very little research done and only a few articles written on this subject, so there was little information with which to compare the results.

The findings were a little surprising in that the half day pre-kindergarten program seems to have more support from both the half day and all day teachers. Two of the Chi-Square findings had a significance of 0.00, and these were findings regarding length of day and learning better and social skills, and both tables presented data in favor of the half day program. One other Chi-Square table had a significance of 0.08, and this was based on the marital status of the teachers with single teachers being much more in favor of the all day program. The Chi-Square information has shown a much more positive response for the half day pre-kindergarten program. This information causes a questionable response to the null hypothesis, as there does seem to be a significant difference in favor of the half day program.

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CHAPTER 1

INTRODUCTION

General Introduction

Educators have disagreed for several years as to the proper tools with which to accomplish pre-kindergarten readiness in the most successful manner, as Sharon Kagan points out in her article for Kappan (November, 1994).1 There has been some debate as to whether pre-kindergarten students become better prepared for school by going to pre-kindergarten classes all day or by going for only half of a day. Judy David alludes to this matter in her article for Early Childhood Today regarding readiness and routines.2 There appears to be little research done regarding the all day vs. the half day classes, however, but there have been some articles written and some studies done regarding improving assessment tools. As brought out in an article for Educational Leadership by Thomas Hoerr, the Key School in Indianapolis believes that accomplishments in pre-kindergarten readiness should be based on and measured by tools other than linguistic measurement. This may be affected by the length of time the child attends school daily. As pointed out in the same article, many educators believe that this outlook is the blueprint for the future and for ensuring the success of students in school and in life.3 In writing for Teacher magazine, Psychologist Robert Sternberg also thinks that there is more than one way to be smart. He believes this can help teachers and students.

Robert Sternberg also believes that success is the major goal of education, and that accomplishing and assessing success in the most efficient and effective way should be of primary importance to everyone involved in education. Pre-kindergarten readiness is the first step in the educational journey and the foundation on which success is built.4

Statement of the Problem

The problem is that students come into the schools with divergent backgrounds and many lack readiness skills.

Purpose

The purpose of this study is to determine which type of pre-kindergarten readiness program is most effective in accomplishing the student-readiness skills.

Significance

The significance of this study involves the strategic question of successful pre-kindergarten readiness. A student's entire career of educational success may depend on successful preparation to enter the school system.

Definition of Terms

1. Theory of multiple intelligences. The theory which stresses an unknown number of separate capacities for learning ranging from musical intelligence to the intelligence of understanding oneself and including creative and practical intelligences.

Null Hypothesis

There is no significant difference in the pre-kindergarten readiness skills of all day vs. half day students.

Limitations and Delimitations

This study is limited to the Interfaith Child Development Center in a large, affluent suburb of Houston. It is delimited to the pre-kindergarten classes for four year olds attending all day classes and half day classes during the 1994-95 school year.

Assumptions

1. Students in this study are representative of future students who enter the public school system having attended pre-kindergarten readiness classes.

2. The teachers in this study are representative of those teachers who teach both half day and all day pre-kindergarten readiness classes.

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CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

Diane Trister Dodge and Laura Colker pointed out in the third edition of The Creative Curriculum that teaching young children is a creative process, which needs a guide and not a prescribed course. They also pointed out that during these years, children learn three of the eight stages of socio-emotional growth. These stages include trusting outside the family, gaining self-confidence and independence, and learning to assert themselves in acceptable ways. They acknowledged that their theories have been rooted in the philosophy of Erik Erikson and in the theories of Jean Piaget. They believe that children learn by doing, which will allow them to develop concrete and literal thinking, learn from the environment, develop language skills, learn to classify, and develop abstract thinking skills.5

Burton White expressed similar opinions in The First Three Years of Life. In this book about early childhood development also emphasized the development of empathetic skills, following directions, and dual focusing in addition to the other ones mentioned.6 The emphasis seemed to be more of consistency in nurturing and support, rather than in a particular time frame.

Kay Timme, Early Childhood Specialist for Conroe I.S.D. spoke to this issue recently, and she emphasized the importance of looking at all areas of a child's development, not just the cognitive, but also the social, emotional,

aesthetic, physical, and communicative needs. Kay Timme also pointed out that every child is special and different, and this may mean providing a more individualized pre-kindergarten program for each student.7

Sharon Kagan pointed out in her article for a recent issue of Kappan that, as the interest increases in early childhood education, the challenges increase also, as well as the solutions to the many problems that need to be addressed. She pointed out that Arnold Sameroff and Susan McDonough based their research on the theories of developmentally appropriate practices, while Sharon and Craig Ramsey emphasized the importance of the transition process. She further suggested that, while Lilian Katz offered a change in the administrative structure for early childhood education and Lorrie Shephard challenged the purposes for assessment of young children, she has come to realize the importance of creating schools and communities which are ready for the challenge. Perhaps, she surmised, the key may be in the community of co-operation between the teacher, the parents, and the community.8 Sharon Kagan also pointed out in yet another article entitled, "Readying Schools For Young Children", that the reform efforts need to be confronted and that action priorities must be dealt with head-on.9 In writing an article for Kappan also, entitled, "Kindergarten Today", Ellen Booth Church suggested that this time in a child's life requires transition skills and

the ability to look to the future and make plans. More pressures are obvious in the bigger school with the bigger kids and the readiness skills to cope with a positive self-concept is essential.10

In his book, Gentle Rain and Loving Sun, Dr. Sam Ed Brown also stressed that all of the most modern technological devices have not helped children learn better or faster, and he further demonstrated that education has not met the challenges and frustrations facing young children. He recommended that classrooms in early childhood education emphasize time spent with each child, avenues for positive success, and the opportunities to be part of the decision-making process.11

CHAPTER 3

METHODS AND PROCEDURES

This study was conducted as a result of six years of teaching pre-kindergarten students in an all day setting. There had been a difference of opinion for several years as to whether the half day or the all day pre-kindergarten classes were the most beneficial in preparing students for kindergarten; therefore, extensive research into this matter was conducted at both university and public libraries, along with much discussion with local education experts. A questionnaire/opinionnaire was drawn up, along with a cover letter, and they were submitted to several peers for review and suggestions before the final copies were rendered for presentation. The document was then submitted to forty-five faculty members at Interfaith Child Development Center. All forty-five of the documents were returned.

The forty-five questionnaire/opinionnaire results were transcribed onto forty-five Scantron cards, Form No. 882-ES. The cards were fed into the computer in order to render frequency data from the discreet data, and five tables with the recorded data resulted. The discreet data from the questionnaire/opinionnaire was then fed into another computer system manually in order to generate Chi-Square data. This data generated one table of listed data and six tables of Chi-Square data.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

In presenting and analyzing the data, the results of this study were found to be somewhat evenly divided between the half day and all day pre-kindergarten readiness programs. There was a small preponderance of evidence, however, in favor of the half day program over the all day program. Table 1 on page nine of this document illustrates how evenly divided the results were found to be. With one hundred per cent of the information returned, it can be seen by the answers to questions five, eight, nine, and eleven (see Questionnaire in Appendix A) that opinion was somewhat evenly divided. Questions five and eleven favored the all day pre-kindergarten readiness program by 42% to 58%, while questions eight and nine favored the half day program by 62% to 38% and 58% to 42%. These results are also illustrated by the bar graph/Histogram, Figure 1, on page ten. It is also interesting to note that the pre-kindergarten teachers teaching half day classes favored the half day classes by a greater percentage (88%-12%, 83%-17%, 89%-11%) than did the all day pre-kindergarten teachers favoring the all day pre-kindergarten classes (57%-43%, 60%-40%, 65%-35%). This is illustrated in Tables 2 and 3 in Appendix B. There was also a difference in the preference of married pre-kindergarten teachers and single teachers. The married teachers were divided rather evenly in their preferences, but the single

Table 1

Sam Houston State University
HALF DAY VS. ALL DAY PRE-KINDERGARTEN READINESS SKILLS STUDY

Total Responding: 45 NR= No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	45	0	0	0	0	0	45	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	4	39	2	0	0	0	45	2.0
	Percent:	9%	87%	4%	0%	0%			
3.	Number:	30	15	0	0	0	0	45	1.3
	Percent:	67%	33%	0%	0%	0%			
4.	Number:	13	31	0	0	0	1	44	1.7
	Percent:	30%	70%	0%	0%	0%			
5.	Number:	18	25	0	0	0	2	43	1.6
	Percent:	42%	58%	0%	0%	0%			
6.	Number:	21	24	0	0	0	0	45	1.5
	Percent:	47%	53%	0%	0%	0%			
7.	Number:	45	0	0	0	0	0	45	1.0
	Percent:	100%	0%	0%	0%	0%			
8.	Number:	26	16	0	0	0	3	42	1.4
	Percent:	62%	38%	0%	0%	0%			
9.	Number:	26	19	0	0	0	0	45	1.4
	Percent:	58%	42%	0%	0%	0%			
10.	Number:	27	16	0	0	0	2	43	1.4
	Percent:	63%	37%	0%	0%	0%			
11.	Number:	18	25	0	0	0	2	43	1.6
	Percent:	42%	58%	0%	0%	0%			
12.	Number:	27	16	0	0	0	2	43	1.4
	Percent:	63%	37%	0%	0%	0%			
13.	Number:	20	23	0	0	0	2	43	1.5
	Percent:	47%	53%	0%	0%	0%			
14.	Number:	36	7	0	0	0	2	43	1.2
	Percent:	84%	16%	0%	0%	0%			
15.	Number:	23	18	0	0	0	4	41	1.4
	Percent:	56%	44%	0%	0%	0%			

PRE-KINDERGARTEN READINESS SKILLS STUDY

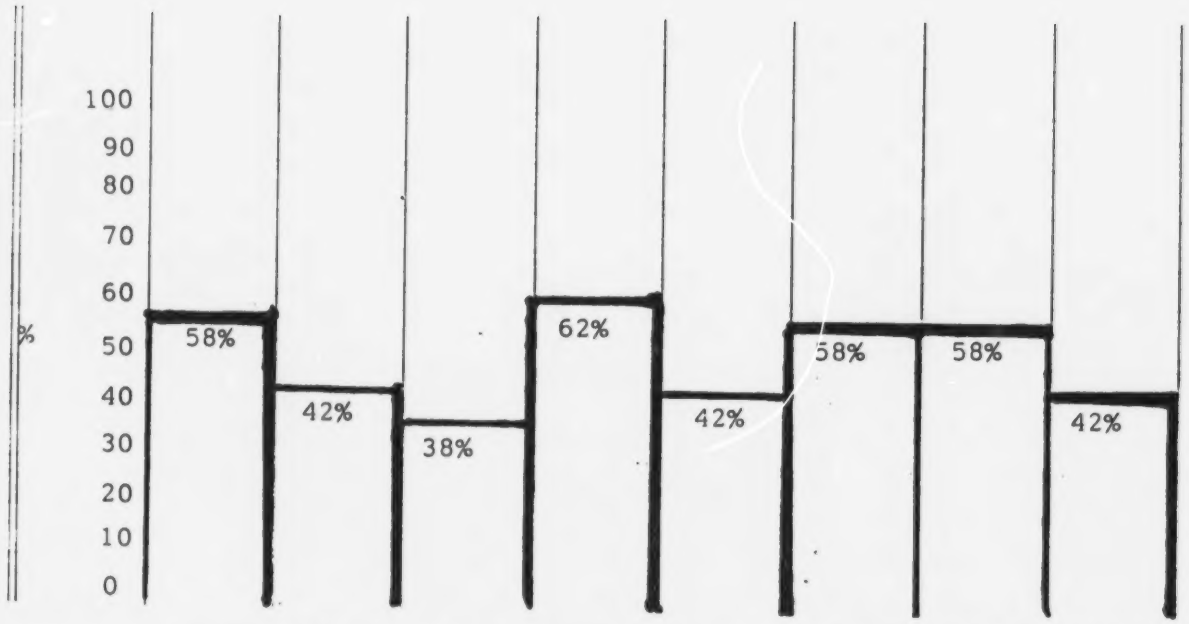

Figure 1

teachers preferred the all day pre-kindergarten classes, as illustrated to Tables 4 and 5 in Appendix B.

Of the six Chi-Square charts acquired from disaggregating the discreet data, two were very significant, one was somewhat significant, and three were not significant. Table 6 on page twelve presents all of the discreet data fed into the computer for the Chi-Square results. The results from Tables 7 and 8, on pages thirteen and fourteen, have a significant probability rating of 0.00, which is very significant. In these two tables, the length of the day is significant to learning better and to acquiring social skills with the evidence in favor of the half day program. In Table 9, on page fifteen, the significance level (0.08) is not as significant, but it is enough to warrant some recognition regarding the belief by married pre-kindergarten teachers that the half day program prepares students better for kindergarten. Every Chi-Square table favored the half day pre-kindergarten program to some degree, and this is further illustrated in Tables 10, 11, and 12 in Appendix B.

Table 6

HALF DAY VS. ALL DAY PRE-K

	MARITAL ST	LENGTH DAY	LEARN BETTER	SOCIAL SKILL	PREPARED
1	2	1	1	1	2
2	2	1		2	2
3	2	1	1	1	2
4	1	1	1	1	1
5	2	1	1	1	2
6	2	1	1	1	2
7	1	1	2	2	2
8	1	1	2	2	2
9	2	1	1	1	2
10	2	1	1	1	2
11	2	1	1	1	2
12	2	1	1	1	2
13	2	1	1	1	1
14	2	1	1	1	1
15	2	1	1	1	2
16	2	1	1	1	2
17	2	1	1	1	2
18	2	1	1	1	2
19	2	2	2	2	1
20	2	2	2	2	1
21	1	2	2	2	1
22	1	2	2	2	1
23	2	2	2	2	1
24	2	2	2	2	1
25	2	2	2	2	1
26	2	2	2	2	1
27	2	2	2	2	1
28	2	2	2	2	1
29	2	2	2	2	1
30	2	2	2	2	1
31	2	2	2	2	1
32	2	2	2	2	1
33	2	2		2	
34	2	2		2	
35	2	2	1	1	2
36	2	2	1	1	2
37	2	2	1	1	2
38	3	2	1	1	2
39	3	2	1	1	2
40	2	2	1	1	2
41	2	2	1	1	2
42	2	2	1	1	2
43	2	2	1	1	1
44	2	2	1	1	1
45	2		1	1	2

Chi-Square: 36.66 Phi: 0.95 Contingency
Significance: 0.00 * Cramer's V: 0.95 Coefficient: 0.69

Cell Count Row % Column % Total %	Data File: HALF DAY VS. ALL DAY PRE-K		
	1	2	LEARN BETTER Totals
1	15 60.00 88.24 36.59	10 40.00 41.67 24.39	25 60.98
2	2 12.50 11.76 4.88	14 87.50 58.33 34.15	16 39.02
LENGTH DAY Totals	17 41.46	24 58.54	41 100.00

Chi-Square:	60.53	Phi:	1.17
Significance:	0.00 *	Cramer's V:	1.17

Contingency Coefficient: 0.76

Cell Count Row % Column % Total %	Data File: HALF DAY VS. ALL DAY PRE-K		
	1	2	SOCIAL SKILL Totals
1	15 60.00 83.33 34.09	10 40.00 38.46 22.73	25 56.82
2	3 15.79 16.67 6.82	16 84.21 61.54 36.36	19 43.18
LENGTH DAY Totals	18 40.91	26 59.09	44 100.00

Table 9

Chi-Square: 5.17 Phi: 0.35 Contingency
Significance: 0.08 Cramer's V: 0.35 Coefficient: 0.33

Cell Count Row % Column % Total %	Data File: HALF DAY VS. ALL DAY PRE-K			
	2	1	3	LEARN BETTER Totals
1	23 88.46 65.71 54.76	1 3.85 20.00 2.38	2 7.69 100.00 4.76	26 61.90
2	12 75.00 34.29 28.57	4 25.00 80.00 9.52	0 0.00 0.00 0.00	16 38.10
MARITAL ST Totals	35 83.33	5 11.90	2 4.76	42 100.00

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study has been an interesting one to conduct, and the results have been a bit surprising. Since all of the participants returned their information, it has been of particular importance. The participants were representative of only one pre-school, but generalizing the information back to a larger population will probably prove to be an accurate procedure. Only pre-kindergarten teachers participated in the information-getting, but most of them seemed to prefer the half day pre-kindergarten readiness program as opposed to the all day program, whether they taught in that area or not. This included their feelings regarding the acquisition of learning skills, readiness skills, and social skills.

In conclusion, the null hypothesis of there being no significant difference in the readiness skills of half day and all day pre-kindergarten students is probably incorrect. The results of this study do prove that neither program is better than the other, and the half day program is probably better for the four and five year old child, if there is a choice in the matter. Most readiness skills and social skills are learned in the morning when a child is rested.

The basic recommendation to be made from this study is to do more studies, especially since children in this age range will find themselves in a day care or pre-kindergarten program of some sort more often than not in the future due to

both parents working or to being in a single parent household. It has become increasingly evident that the early childhood foundation which a child gets will determine that child's success in life, and this foundation is now often left to adults other than the child's parents. Further studies might also be conducted on the three day a week vs. the five day a week pre-kindergarten readiness program, although pre-kindergarten and day care will probably become increasingly synonymous and increasingly important.

APPENDIXES

APPENDIX A

Cover Letter

Questionnaire/Opinionnaire, et. al.

March 6, 1995

Dear Participant,

The following questionnaire/opinionnaire is being done as partial fulfillment of a graduate course project requirement for a thesis study in Educational Research at Sam Houston State University. The answers you give will be anonymous, so please do not sign your name to the form. Your answers will greatly benefit the research study, which concerns pre-kindergarten readiness programs. The research findings should be very interesting and will be utilized as grouped data. These findings can be made available to you if you so desire after March 15th. Please contact me if you would like to know more.

Thank you for your participation. Please return the completed form to me personally in Room A-14 or put it in my box in the office by Friday, March 10th.

Sincerely,

Gay Wheeler

Gay Wheeler

QUESTIONNAIRE/OPINIONNAIRE

Directions: Please select the answer you feel is most appropriate and mark it with an "x".

---

1. Are you? 1. Female_____ 2. Male _____

2. Martial Status? 1.Single____ 2.Married____ 3. Other_____

3. Years of teaching experience? 1.Five or more years_____
2.Less than 5 years _____

4. Years at present position? 1.Five or more years _____
2.Less than 5 years _____

5. Do you teach? 1. Half day _____ 2. All day _____

6. Enrollment in your class? 1. Fifteen or more____
2. Less than 15____

7. Is your administrator? 1. Female_____ 2. Male _____

---

8. Do you feel children learn better by attending class?
1. Half day _____ 2. All day _____

9. Do you feel children attain better social skills by attending school? 1. Half day _____ 2. All day _____

10. Do you feel pre-kindergarten students acquire better readiness skills by attending class?
1. Half day _____ 2. All day _____

11. Do you feel that pre-kindergarten students who attend school all day are better prepared for kindergarten?
1. Yes _____ 2. No _____

12. Do you feel that first grade teachers can tell a difference between students who have attended pre-kindergarten classes half a day and all day?
1. Yes _____ 2. No _____

13. Are you satisfied with the current progress report form for parents?
1. Yes _____ 2. No _____

14. Do you feel that parents support the Pre-kindergarten readiness program?
1. Yes _____ 2. No _____

15. Do you feel that parents still think of readiness programs as child care?
1. Yes _____ 2. No _____

APPENDIX B

Tables

Table 2

Sam Houston State University
SURVEY OF PRE-K HALF DAY TEACHERS

Total Responding: 18 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	18	0	0	0	0	0	18	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	2	16	0	0	0	0	18	1.9
	Percent:	11%	89%	0%	0%	0%			
3.	Number:	8	10	0	0	0	0	18	1.6
	Percent:	44%	56%	0%	0%	0%			
4.	Number:	0	17	0	0	0	1	17	2.0
	Percent:	0%	100%	0%	0%	0%			
5.	Number:	18	0	0	0	0	0	18	1.0
	Percent:	100%	0%	0%	0%	0%			
6.	Number:	6	12	0	0	0	0	18	1.7
	Percent:	33%	67%	0%	0%	0%			
7.	Number:	18	0	0	0	0	0	18	1.0
	Percent:	100%	0%	0%	0%	0%			
8.	Number:	15	2	0	0	0	1	17	1.1
	Percent:	88%	12%	0%	0%	0%			
9.	Number:	15	3	0	0	0	0	18	1.2
	Percent:	83%	17%	0%	0%	0%			
10.	Number:	16	2	0	0	0	0	18	1.1
	Percent:	89%	11%	0%	0%	0%			
11.	Number:	2	16	0	0	0	0	18	1.9
	Percent:	11%	89%	0%	0%	0%			
12.	Number:	8	10	0	0	0	0	18	1.6
	Percent:	44%	56%	0%	0%	0%			
13.	Number:	12	6	0	0	0	0	18	1.3
	Percent:	67%	33%	0%	0%	0%			
14.	Number:	18	0	0	0	0	0	18	1.0
	Percent:	100%	0%	0%	0%	0%			
15.	Number:	8	8	0	0	0	2	16	1.5
	Percent:	50%	50%	0%	0%	0%			

Table 3

Sam Houston State University
SURVEY OF ALL DAY PRE-K TEACHERS

Total Responding: 25 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	25	0	0	0	0	0	25	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	2	21	2	0	0	0	25	2.0
	Percent:	8%	84%	8%	0%	0%			
3.	Number:	20	5	0	0	0	0	25	1.2
	Percent:	80%	20%	0%	0%	0%			
4.	Number:	13	12	0	0	0	0	25	1.5
	Percent:	52%	48%	0%	0%	0%			
5.	Number:	0	25	0	0	0	0	25	2.0
	Percent:	0%	100%	0%	0%	0%			
6.	Number:	13	12	0	0	0	0	25	1.5
	Percent:	52%	48%	0%	0%	0%			
7.	Number:	25	0	0	0	0	0	25	1.0
	Percent:	100%	0%	0%	0%	0%			
8.	Number:	10	13	0	0	0	2	23	1.6
	Percent:	43%	57%	0%	0%	0%			
9.	Number:	10	15	0	0	0	0	25	1.6
	Percent:	40%	60%	0%	0%	0%			
10.	Number:	10	13	0	0	0	2	23	1.6
	Percent:	43%	57%	0%	0%	0%			
11.	Number:	15	8	0	0	0	2	23	1.3
	Percent:	65%	35%	0%	0%	0%			
12.	Number:	18	5	0	0	0	2	23	1.2
	Percent:	78%	22%	0%	0%	0%			
13.	Number:	6	17	0	0	0	2	23	1.7
	Percent:	26%	74%	0%	0%	0%			
14.	Number:	16	7	0	0	0	2	23	1.3
	Percent:	70%	30%	0%	0%	0%			
15.	Number:	14	9	0	0	0	2	23	1.4
	Percent:	61%	39%	0%	0%	0%			

Table 4

Sam Houston State University
SURVEY OF SINGLE PRE-K TEACHERS

Total Responding: 4 NR=No Response

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	4	0	0	0	0	0	4	1.0
Percent:	100%	0%	0%	0%	0%			
2. Number:	4	0	0	0	0	0	4	1.0
Percent:	100%	0%	0%	0%	0%			
3. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
4. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
5. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
6. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
7. Number:	4	0	0	0	0	0	4	1.0
Percent:	100%	0%	0%	0%	0%			
8. Number:	0	4	0	0	0	0	4	2.0
Percent:	0%	100%	0%	0%	0%			
9. Number:	0	4	0	0	0	0	4	2.0
Percent:	0%	100%	0%	0%	0%			
10. Number:	0	4	0	0	0	0	4	2.0
Percent:	0%	100%	0%	0%	0%			
11. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
12. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
13. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
14. Number:	2	2	0	0	0	0	4	1.5
Percent:	50%	50%	0%	0%	0%			
15. Number:	4	0	0	0	0	0	4	1.0
Percent:	100%	0%	0%	0%	0%			

Table 5

Sam Houston State University
SURVEY OF MARRIED PRE-K TEACHERS

Total Responding: 39 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	39	0	0	0	0	0	39	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	0	39	0	0	0	0	39	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	26	13	0	0	0	0	39	1.3
	Percent:	67%	33%	0%	0%	0%			
4.	Number:	9	29	0	0	0	1	38	1.8
	Percent:	24%	76%	0%	0%	0%			
5.	Number:	16	21	0	0	0	2	37	1.6
	Percent:	43%	57%	0%	0%	0%			
6.	Number:	17	22	0	0	0	0	39	1.6
	Percent:	44%	56%	0%	0%	0%			
7.	Number:	39	0	0	0	0	0	39	1.0
	Percent:	100%	0%	0%	0%	0%			
8.	Number:	24	12	0	0	0	3	36	1.3
	Percent:	67%	33%	0%	0%	0%			
9.	Number:	24	15	0	0	0	0	39	1.4
	Percent:	62%	38%	0%	0%	0%			
10.	Number:	25	12	0	0	0	2	37	1.3
	Percent:	68%	32%	0%	0%	0%			
11.	Number:	16	21	0	0	0	2	37	1.6
	Percent:	43%	57%	0%	0%	0%			
12.	Number:	25	12	0	0	0	2	37	1.3
	Percent:	68%	32%	0%	0%	0%			
13.	Number:	18	21	0	0	0	0	39	1.5
	Percent:	46%	54%	0%	0%	0%			
14.	Number:	32	5	0	0	0	2	37	1.1
	Percent:	86%	14%	0%	0%	0%			
15.	Number:	19	16	0	0	0	4	35	1.5
	Percent:	54%	46%	0%	0%	0%			

Chi-Square:	4.50	Phi:	0.32
Significance:	0.11	Cramer's V:	0.32

Contingency Coefficient: 0.30

Cell Count Row % Column % Total %	Data File: HALF DAY VS. ALL DAY PRE-K			
	2	1	3	SOCIAL SKILL Totals
1	23 88.46 60.53 51.11	1 3.85 20.00 2.22	2 7.69 100.00 4.44	26 57.78
2	15 78.95 39.47 33.33	4 21.05 80.00 8.89	0 0.00 0.00 0.00	19 42.22
MARITAL ST Totals	38 84.44	5 11.11	2 4.44	45 100.00

Table 11

Chi-Square: 2.09	Phi: 0.22	Contingency	
Significance: 0.35*	Cramer's V: 0.22	Coefficient:	0.22

Cell Count Row % Column % Total %	Data File: HALF DAY VS. ALL DAY PRE-K			
	2	1	3	PREPARED Totals
2	20 83.33 55.56 46.51	2 8.33 40.00 4.65	2 8.33 100.00 4.65	24 55.81
1	16 84.21 44.44 37.21	3 15.79 60.00 6.98	0 0.00 0.00 0.00	19 44.19
MARITAL ST Totals	36 83.72	5 11.63	2 4.65	43 100.00

Table 12

Chi-Square: -204.12 Phi: -NAN(001).00 Contingency
Significance: 1.00* Cramer's V: -NAN(001).00 Coefficient: 1.12

Cell Count Row % Column % Total %	Data File: HALF DAY VS. ALL DAY PRE-K		
	1	2	'PREPARED ' Totals
2	15 65.22 83.33 35.71	8 34.78 33.33 19.05	23 54.76
1	3 15.79 16.67 7.14	16 84.21 66.67 38.10	19 45.24
LENGTH DAY Totals	18 42.86	24 57.14	42 100.00

APPENDIX C

Progress Report

PROGRESS CHECK LIST FOR THE FOUR YEAR OLDS

27

Social
____ Interacts with other children
____ Shows respect for adults
____ Particitpates in active and quiet play
____ Uses good manners
____ Takes initiative in play activities
____ Completes assigned tasks
____ Works independently
____ Shares
____ Uses accepted forms of expressing anger
____ Solves social problems independently

Personal
____ Buttons, snaps, and zips own clothing
____ Handles responsibility for own belongings
____ Cleans up after self
____ Writes name using correct upper/lower case letters

Math Readiness
____ Visually recognizes numbers 0-5/5-10
____ Can count to _____
____ Can count objects to _____
____ Completes a visual pattern
____ Uses positional words correctly
____ Identifies size differences

Gross Moter Skills
____ Moves expressively to music
____ Walks balance beam without assistance
____ Catches beanbag
____ Plays actions games
____ Hops on one foot
____ Skips

Fine Motor Skills
____ Pours and spoons, flour and water
____ Holds pencil and large crayons correctly
____ Uses scissor with proper grip
____ Cuts along straight line
____ Cuts and glues correctly on instructional activity
____ Traces over patterns
____ Completes puzzle

Reading Readiness
____ Follows directions
____ Has attention span of 10 minutes
____ Finds likenesses and differences
____ Sequences
____ Can sing correctly the alphabet song
____ Recognizes name in print
____ Identifies left and right
____ Completes an auditory pattern

Language
____ Asks for help
____ Eliminates baby talk from speech
____ Describes simple pictures
____ Participates in dramatic play
____ Pantomimes fingerplays
____ Uses correct pronunciations
____ Expresses feeling

KEY
✓ = Demonstrates skill most of the time.
____ = Does not demonstrate skill.

Art Media:
__Paint/Easel
__Clay
__Playdough
__Glue
__Crayons
__Markers
__Other _____

Block Corner:
__Blocks
__Trucks/Cars
__Animals
__Other _____

House Corner:
__Kitchen
__Dolls
__Dress-up/Costumes
__Puppet Play
__Other _____

Manipulatives and Language:
__Puzzles
__Books
__Water Play
__Other _____

*Areas of favorite or most frequent participation in the classroom are marked with a ✓.

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NOTES

NOTES

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